

How do we prepare students to maintain or develop an enquiring, questioning attitude in their future profession, so that the teacher is always also a learner?

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Summary of the key ideas of the article:

- The research term used in the article is not intended to be that of the academic context in the narrower sense, but is meant as the fundamental questioning attitude of the teacher who, in the pedagogical field, familiarises herself with the human beings around her as the mediators of relevant topics (pupils, colleagues, parents).
- The current situation in Waldorf education (at least in Germany - and as has been shown in Switzerland and Austria too) is characterised by an acute shortage of teachers. Schools are looking energetically and sometimes desperately to fill their classrooms. Staffing levels are wafer-thin and the "supply" from the training centres is failing to materialise; against the backdrop of the demographically precarious situation (inverted age pyramid combined with the fact that the baby boomers are retiring), the seminars and universities are unable to provide the necessary "output".
- The example of the Waldorf seminar in Hamburg makes it clear that the training of teachers entering directly into the schools must be trained in practice on site. This is a radical paradigm shift (from theory to practice to: from practice to theory), which must result in new forms of training.
- This struggle to find new ways of training goes hand in hand with the fact that the new teachers face a double challenge. On the one hand, they have to "invent" themselves as new Waldorf teachers and, on the other hand, they experience that they are in the historically significant situation of having to reinvent Waldorf education after more than 100 years. The underlying question is: What is significant and essential for Waldorf education and what needs to be "modernised"?
- This elementary question is the common basis for mentors (teachers who ideally accompany and familiarise the new teacher in the school) and mentees. This setting gives rise to tasks and challenges that need to be considered and which in themselves imply a research-based approach:
 - Revision of the role and tasks of mentors
 - Revising the role and mindset of lecturers (not: from teaching to practice → top-down, but: from practice to theory → bottom-up)
 - See self-reflection in the context of the individual training path and in connection with self-learning processes (cf. van Houten, among others) - and this must relate to the mentee and to mentors and lecturers
 - Revision of methodological procedures, both for schools and seminars
 - Education in practice and through practice harbours the opportunity for the local school to show itself as a learning community and for the school to be effective as a culturally meaningful environment for the development of the pupils
- The first Waldorf school was founded in Stuttgart more than 100 years ago and there was an essential core from which Waldorf education was generated (research question: How could this core be described?).

Against the background of its 100-year history, the Waldorf school movement is now faced with the question: How can we characterise the essence from which Waldorf education could transform itself in the present? *(Or as Ron asked at the end of the subsequent working group as an impulse for the next ITEF meeting: What kind of Waldorf school movement do you want to see in 15 years?)*